















## Oracy Targets

	<b>Autumn 1</b>  Social and Emotional	<b>Autumn 2</b>  Social and Emotional	<b>Spring 1</b>  Physical	<b>Spring 2</b>  Linguistic	<b>Summer 1</b>  Cognitive	<b>Summer 2</b>  Cognitive
Theme	Listening	Group Discussion	Tracking	Building on ideas	Reasoning	Questioning
Nursery	To look at someone who is speaking to them.	To take turns to speak when working in a group.	To speak audibly so they can be heard and understood.	To join phrases with appropriate adjectives and verbs.	To make relevant contributions and asks questions.	To describe events that have happened to them in sentences.
Reception	To look towards someone who is speaking to them for an extended period of time.	To display emotion when speaking within a group.	To use facial expression, eye contact and posture to support meaning in play.	To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To make relevant contributions and asks questions appropriate to the topic at hand.	To describe events that have happened to them in detail.
Sentence Stems	<b>Plan</b>  I will... I will go to... To be a/an... Because...  What did you...? Why did you...? How did you...?		<b>Do</b>  I will make... I will create... I will use... I will work with...  Where did you...? I like the way... I like this because...		<b>Review</b>  I went to... I played with... I was a/an... We were... I made... with...  You could change... I like... I don't like... Because...	
Year 1	Listen to others and be willing to change their mind based on what they have heard.	Organise group discussions independent of an adult.	Begin to show body language associated with careful listening.	Use sentence stems to signal when they are building on or challenging others' ideas.	Offer reasons for their opinions.	Ask questions to find out more about a subject.



<b>Year 2</b>	Listen to others and be willing to change their mind based on what they have heard.	Organise group discussions independent of an adult.	Begin to show body language associated with careful listening.	Use sentence stems to signal when they are building on or challenging others' ideas.	Offer reasons for their opinions.	Ask questions to find out more about a subject.
<b>Sentence Stems</b>	<b>Instigate</b> I think... because... In my opinion... I believe that... because...	<b>Build</b> I would like to add... Following on from...	<b>Clarify</b> Does that mean...? What do you mean by...?	<b>Summarise</b> So far we have talked about... To summarise...	<b>Challenge</b> I disagree with... because... Have you considered...	<b>Probe</b> Have you thought about...? Have you considered...? Why do you think...?
	<b>Autumn 1</b>  Social and Emotional	<b>Autumn 2</b>  Social and Emotional	<b>Spring 1</b>  Physical	<b>Spring 2</b>  Linguistic	<b>Summer 1</b>  Cognitive	<b>Summer 2</b>  Cognitive
<b>Theme</b>	<b>Listening &amp; Tracking</b>	<b>Group Discussion</b>	<b>Presentational Speaking</b>	<b>Building on ideas</b>	<b>Reasoning</b>	<b>Questioning</b>
<b>Year 3</b>	Consider the impact of their words on others when giving feedback.	Speak with confidence in front of an audience.	Deliberately vary tone of voice in order to convey meaning.	Use specialist vocabulary related to the topic.	Begin to offer support for their answers to questions with justifiable reasoning.	Summarise a discussion.
<b>Year 4</b>	Consider the impact of their words on others when giving feedback.	Speak with confidence in front of an audience.	Use pauses for effect in presentational talk.	Carefully consider the words and phrasing used to express ideas.	Give supporting evidence e.g. citing a text, a previous example or a historical event.	Ask probing questions.
<b>Year 5</b>	Consider the impact of their words on others when giving feedback.	Speak with confidence in front of an audience.	Project their voice to large audience.	Know and use language that is acceptable in formal and informal situations with confidence.	Draw upon knowledge of the world to support their own point of view and explore different perspectives.	Understand how to answer questions that require more detailed answers and justification.



<b>Year 6</b>	Consider the impact of their words on others when giving feedback.	Speak with confidence in front of an audience.	Speak fluently in front of an audience.	Confidently explain the meaning of words and offer alternative synonyms.	Spontaneously respond to increasingly complex questions, citing evidence where appropriate.	Regularly ask questions to extend their understanding and knowledge.
<b>Sentence Stems</b>	<p><b>Instigate</b></p> <p>I know this is true/untrue because...</p> <p>I know... therefore...</p> <p>I think... because</p> <p>I am of the opinion that... because...</p> <p>We haven't yet considered...</p>	<p><b>Build</b></p> <p>I agree with... and I would like to add...</p> <p>Extending on... I believe...</p> <p>Developing on ...'s comments, I would like to add...</p>	<p><b>Clarify</b></p> <p>Can you clarify what you mean by...?</p> <p>So, are you saying that...?</p>	<p><b>Summarise</b></p> <p>The main points raised are...</p> <p>Our discussion focused on...</p>	<p><b>Challenge</b></p> <p>That is a valid point but have you considered...</p> <p>I feel that we should also consider...</p> <p>Whilst I understand what you are saying, I also...</p>	<p><b>Probe</b></p> <p>Can you expand on...?</p> <p>Could you provide an example of...?</p> <p>Can you justify...?</p>